

# An Assessment of Volume of Assignments and Pupils' Academic Performance in Private Primary Schools in Lagos State Education District V, Nigeria

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**Abstract:** Even though homework is given for both academic and non-academic objectives, there has been controversy regarding its value among educators, which served as the impetus for this study. In private primary schools in Education District V of Lagos State, Nigeria, this study was conducted to ascertain how much homework pupils were given affected their academic performance. The study's sample consisted of 302 participants, including 173 primary school pupils, 75 of their parents, and 54 of their teachers who were chosen using a purposive sampling technique. A descriptive research design was used, and the study's population included all authorized private primary schools located in Education District V of Lagos State. The reliability of the *four data collection instruments used were established except for the promotional examination records (PER) of pupils in grades 5 and 6. Volume of Assignment Questionnaire for Pupils (VAQPx)- 0.78; Volume of Assignment Questionnaire for Parents (VAQPy)- 0.83; and Volume of Assignment Questionnaire for Teachers (VAQT)- 0.7. Using the Pearson's product-moment correlation with a 0.05 level of significance, three hypotheses were developed and tested. The results showed that the volume of homework given to pupils in private primary schools in Education District V of Lagos State, Nigeria does not significantly affect their academic performance ( $r = -0.095, p > 0.05$ ); frequency of homework has no significant influence on pupils' academic performance in private primary schools in Education District V of Lagos State, Nigeria ( $r = -0.093, p > 0.05$ ); and time dedicated to homework does not significantly affect pupils academic performance in private primary schools in Education District V in Lagos State, Nigeria ( $r = -0.114, p > 0.05$ ). The conclusion drawn in this study is that homework at primary school level does not influence positively the academic performance of the pupils and, as such, should be reduced to the bare minimum or abolished totally. It is then suggested that the kids should be allowed to be kids or given homework that is not only experimental but also fun activities, because at their level, they only want to play, have fun, and rest. Teachers should also be encouraged to give assignments, when necessary, like cooking, playing crossword puzzles, or watching educational television shows. Homework policies should be formulated to guide schools on the frequency, volume, and time to be dedicated to homework.*

**Keywords:** Volume of assignments, Pupils' academic performance, Private primary schools

## 1. Introduction

There is no denying that assignments are a contentious topic in the sense that both specialists and laypeople have made strong arguments for and against them as a regular component of the academic grind. Education advocates and opponents of homework have argued over its necessity and appropriate amount for pupils for more than a century. Numerous advantages include improvements in academic exam scores, preparedness for college and the workforce, as well as effects on children's mental health and non-academic skills. An assignment, also referred to as homework, is any activity given to pupils by their teachers that they are expected to complete outside of class time in order to achieve certain learning objectives (NSW Department of Education and Communities, 2012). Assignments help the pupils acquire a variety of abilities for locating and utilizing information resources and develop study, focus, and self-discipline habits in them.

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According to Eshach (2007) cited in Ulum (2020), both formal and informal learning environments have traditionally included assignments. The effect that an assignment has on success, however, differs from learner to learner depending on how many tasks are given and how much the student completes them (Cooper, Robinson, & Patall, 2006; Ektem & Yldz, 2017). Although De Jong, Westerhof, and Creemers (2000) characterize homework as "doing school curriculum outside of daily schooling," this is a more generic definition of homework (www.arenanews.com.ng, 2022). These tasks, which may improve the pupils' academic performance, could take the shape of science projects, oral presentations, written assignments, or even practical work in some circumstances.

According to Akinyemi and Gbenu (2020), academic performance, or how well a student, instructor, or institution has accomplished its educational objectives, is the result of education. Narad and Abdullah (2016) proposed that academic performance is the knowledge acquired and judged by a teacher's marks or educational objectives established to be achieved over a predetermined period of time by students and teachers. This study tries to determine the correlation between the two variables under consideration and how they affect one another, which are the amount of assignments as a predictor variable and academic accomplishment as a criterion variable. The ability or inability to measure what is supposed to be measured has frequently been the subject of various arguments for and against homework or assignments as they affect teaching and learning. Based on this, the study would lend credence to both sides of the argument over the quantity of homework assigned to pupils and its effect on their academic performance.

Pupils take internal and external exams, and assessments that are necessary for promotion or graduation can include a sizable portion of tests. Teaching and learning would have suffered if examinations and assessments hadn't been held. The academic and extracurricular lives of the pupils are greatly influenced by the learning that takes place in classrooms as well as the extracurricular activities that parents and teachers engage in. While pupils, primarily those from high-earning families, frequently use the internet to research assignments because their parents could afford to provide for them the necessary facilities that aid in self-learning, the same cannot be said of low-earning households, who cannot afford such things as computers or laptops for browsing the internet. This thus instantly creates a barrier or obstacle and also an inequity in the pupils' access to the instructional materials needed for them to do their homework. In comparison to pupils who are intellectually behind and must rely solely on reinforcement of learning before they can grasp and be on the same intellectual level as their peers, what about those pupils who are naturally brilliant, can grasp easily, and perform excellently in their tests with or without homework? Because some pupils have an edge over others, these and a number of other factors have made it very challenging to assess whether academic progress can be positively or adversely related to homework. There is no level playing ground.

Some pupils complete their homework during breaks or other spare time while in class, despite the expectation that it be completed after school hours. This group of pupils is particularly those who might not arrive home in time to complete their homework due to after-school obligations, as is the case in Nigeria where schoolchildren occasionally go straight to their parents' workplaces or businesses to assist before leaving, which could take several hours after the school day's classes have ended. In certain instances, they might even get stuck in traffic for hours, arriving home very late and becoming tired and exhausted as a result. Meanwhile, Dawson (2009) in Ulum (2020) opined that the amount of time needed to complete an assignment should be determined by the academic levels of the pupils, with the smallest time frame for primary school assignments being adjusted with great care. The amount of time to be spent on assignment for the pupil does not necessarily have to be too long to enable read the home after completion. But while some academics concur that assignments are given for both formal and informal purposes, others argue about the precise worth of assignments and the appropriate quantity of assignments to give to students (Blazer, 2009). Furthermore, if a task is not adequately delegated and carried out, it may have detrimental effects on students. Concerned about the excessive workload given to pupils, teachers and parents are concerned. They believe that if students are expected to work on tasks for long periods of time outside of class, they would quickly grow bored and lose interest. Pupils may be prevented from participating in extracurricular activities by outside-of-class homework, which prevents them from developing the necessary social skills (Cooper & Gersten, 2003; Ok & Calskan, 2019).

The importance of assignments in learning has led to their separate categorization into a number of different forms, each serving a different function in the learning process. When the various types of assignments that are given—which include the following—are taken into account, it has also grown complicated degree of choice for the learner (compulsory or voluntary); degree of difficulty; degree of individualization; social environment (done alone or with others); skill or topic area; purpose; completion date (short or long term); and whether it is gradable or not.

In addition to academically benefiting the pupils, it provides parents with a priceless view into their kids' school lives. It enables parents to engage with their kids in order to learn more about any issues they might be facing at school as well as their overall day at school. In addition, a good homework schedule aids pupils in acquiring life skills like time management, organization, conscientiousness, and prioritization (Alanne & Macgregor, 2007), which they will later need in college, their jobs or careers, and in leading a balanced and contented life. According to research, having too much homework can hinder learning, result in mental health problems, exhaustion, frustration, and anxiety, as well as leave less time for fun activities with family and friends (Alanne & Macgregor, 2007). This is bad for kids both inside and outside of the classroom. To top it all off, homework makes the whole family more stressed because many families dread the "homework war". In this day and age, when social media is everywhere, parents find it more intriguing to lose themselves in their phones, responding to emails, checking in on friends and relatives, or simply exchanging pleasantries,

than to supervise their children's schoolwork. Some people are so exhausted from their regular occupations that they would rather sleep than assist with homework. These are a few of the objections to assignments.

According to the Federal Republic of Nigeria's current educational requirements, pupils must attend school for a minimum of 6 hours each day, with sessions beginning at 8 am and ending at 2 pm. However, this strategy of 6-hour daily sessions is increasingly disappearing, especially in private schools, due to the amount of work and multiple disciplines taught at the primary school level. Classes will now run from 8 a.m. to 4 p.m. daily for an additional eight hours. This is referred to as "additional mural classes" by others. Assignments are also provided to pupils at the conclusion of the school day to be submitted the following day. This is due to the observation that there is a great deal to be taught in the relatively limited amount of time allotted for terms, which are only three months long. Additionally, most private school pupils write the common entrance examination—a secondary school entrance exam typically organized by the National Examination Council—in primary 5, rather than the primary 6 that the Federal Republic of Nigeria specifies, in order to obtain the First School Living Certificate. As a result, pupils are overburdened with work and expected to excel in all subjects by both their teachers and parents, taking into account all other times during the school day that are reserved for religious activities, sports, and field trips, further cutting down on the amount of time allotted for teaching and learning. The majority of these schools employ ongoing assignments to guarantee that the curriculum is completely covered.

There have been some faults in many of the studies that have been done to gauge how parents feel about homework. Some parents contend that homework should be completely eliminated from the educational system or given at the very least for their own mental health because they are also affected by the headaches and heartaches that come with it. The argument goes on to point out that they are also accountable for their own actions even though they may not have had the training necessary to supervise and help with their charges' assignments in some situations. They may not have the time even if they have the necessary abilities. As outlined by Cooper (2015) homework should be assigned to keep pupils engaged after school and help them learn independence, time management, organization, and prioritization skills.

Teachers see homework from a different well-known standpoint, just like parents do as stakeholders in education. Regarding the acquisition and retention of skills as well as the development of a disciplined study routine, they see homework as a crucial teaching and learning instrument. They also consider homework as an assessment tool that will help them determine whether learning actually occurred after instruction. Given that homework is typically given as a way to gauge how well pupils have understood the material being covered in class and that learning should move from the familiar to the unfamiliar, it would also enable teachers to spot any areas in which their charges are having trouble and offer additional support. In other words, the main benefit of homework is that it helps pupils retain information.

### **1.1 Statement of the Problem**

The educational system in Nigeria is known as 6-3-3-4, which stands for six years of elementary school, three years of junior secondary school, three years of senior secondary school, and four years of university. The majority of private elementary schools in Nigeria, including the ones that the researchers' children attend, don't appear to follow this method, as the researchers have carefully observed. They frequently employ a 5-3-3-4 system, which consists of five years for primary education, three years for junior secondary school, three years for senior high school, and four years for university.

Furthermore, there have also been cases of double promotion whereby pupils are made to skip classes based on their academic performance. This in turn makes the teachers assign more homework in order to cover all the topics that necessitate this study. In some cases, parents are made to teach their pupils because some of the homework given is alien to the learners. Equally too, some are not exposed to these topics, yet they are being given to them as homework.

However, this study gives particular consideration to the quantity or size of this assignment in relation to pupils' academic achievement and competence. Are they too numerous or insufficient, too simple or difficult, clear or unclear? Learners often receive three to five assignments per subject—three to five in the sciences and three to five in the humanities—to complete and turn in the following day. Since homework takes up the majority of after-school time in so many homes, it has been nicknamed the "new family meal" of the twenty-first century. Children are working on their homework and, in some circumstances, receiving help from their parents at the time that families are supposed to be unwinding, eating dinner, and sleeping. Since everyone will likely be home from work and school by then, the most of the evening is spent doing homework.

In order to answer the question of whether these large amounts of homework have any effect on pupils' academic performance, which will be evaluated at the end of this study, it is necessary to first discover whether these large amounts of homework genuinely have any impact.

### **1.2 The Study's Objective**

The general objective of this study is to investigate how the amount of homework pupils receive affects their academic performance in private primary schools in Education District V in Lagos State, Nigeria. Consequently, the purpose of this study is to:

- i. ascertain the impact of homework frequency on pupils' academic performance in private primary schools in Education District V in Lagos State, Nigeria.
- ii. investigate how much time pupils spend on homework affects their academic performance in private primary schools in Lagos State Education District V, Nigeria.

### 1.3 Hypotheses

In this study, the following null research hypotheses were developed and tested:

- Ho<sub>1</sub>:** The volume of homework given to pupils in private primary schools in Education District V of Lagos State, Nigeria does not significantly affect their academic performance.
- Ho<sub>2</sub>:** Homework frequency has no significant influence on pupils' academic performance in private primary schools in Education District V of Lagos State, Nigeria.
- Ho<sub>3</sub>:** Time dedicated to homework does not significantly affect pupils' academic performance in private primary schools in Education District V in Lagos State, Nigeria.

## 2. Methodology

### 2.1 The Design of the Research

The descriptive survey research and correlational research designs were used in this study to clearly and specifically report the dependent and independent variables in Education District V of Lagos State, Nigeria and to show the relationship between the quantity of assignments and pupils' academic performance in private primary schools.

### 2.2 The Study's Population

The population of the study consisted of all the instructors, students, and parents of all the accredited private elementary schools in Education District V of Lagos State. In the District, there are four Local Government Education Authorities (LGEAs) which made up of the Education District. These include Ajeromi/Ifelodun, Amuwo-Odofin, Ojo and Badagry LGEAs.

Meanwhile, three schools were chosen purposively from each of the four LGEAs that comprised Education District V, for a total of 12 sampled schools. In each school selected, five teachers and 25 pupils were randomly selected from each sample school. The stratification shows that 75.9% were female and 24.1% were male teachers, translating to 41 females and 13 males totaling 54 teachers. It is therefore clearly evident that there were more female teachers than males that took part in this survey. In the same vein, the percentage of the pupils who took part in this study shows that 49.1% represent the male gender and 50.9% represent the female gender, thereby translating to 85 males and 88 females, totaling 173 pupils. On the other hand, 75 parents were purposively selected on the basis that they are parents of the pupils that participated in the survey, with 69.3% representing the female gender and 30.7% representing the male gender, thereby translating to 52 females and 23 males consecutively. Purposive random sampling was used because the teachers had been teaching practical subjects in their various schools for five years and the students had been in the school for at least three years; they were selected to participate in the study due to their exposure to the instrument. As a result, 54 teachers, 173 pupils, and 75 parents were chosen as study sample subjects, totaling 302 respondents.

### 2.3 Research Instruments

Data for the study were gathered using four instruments, which were divided into two categories. Firstly, a self-developed questionnaires titled: Volume of Assignment Questionnaire for Pupils (VAQP<sub>x</sub>); Volume of Assignment Questionnaire for Teachers (VAQT) and Volume of Assignment Questionnaire for Parents (VAQP<sub>y</sub>). There were two sections on the questionnaires: A and B. While Section A contains personal information, Section B of VAQP<sub>x</sub> comprised 24 items structured to obtain responses on the frequency, time dedicated, and workload of assignments given to pupils. In the same vein, VAQT was structured to obtain responses on the frequency and workload of assignments given to pupils and comprised 30 items. Similarly, VAQP<sub>y</sub> was based on parents' perceptions of the workload and frequency of assignments given to their children, as well as the time they will devote to coaching them with 15 items. Each questionnaire had a response option with a Likert scale of four points, with scores for Very True (VT), True (T), Untrue (U), and Very Untrue (VU) being 4, 3, 2, and 1 correspondingly. Items that are negatively stated were scored in the reverse order.

Secondly, Promotional Examination Records Format was used to collect records of the performances of pupils from an examination conducted by the individual schools at the end of the third term. Assessment was based on the cumulative of the first, second, and third term performances of each pupil, which was also a promotional examination that determined whether the pupil would move to the next class. The obtained records were evaluated based on the pupils' performance in the selected subjects of Mathematics, English, Basic Science, Social Studies, and Computer. The PER

was analyzed on a 5-point rating scale of (Less than 39): Below Average; (40 – 49): Average; (50 – 59): Good; (60 – 69): Very Good; and (Greater than 70): Excellent.

#### 2.4 Validity and Reliability of the Instruments

Along with a few other Lecturers from the Department of Educational Management, the researcher altered the questionnaires with the help of specialists in the measurement and evaluation sector. The items on the instruments were developed to cover the variables of the study that were put forth in the research hypotheses, and the replies in the form of suggestions and revisions from these specialists resulted in the modification of some statements and the elimination of some items. This so ensured the legitimacy of the content and face. The test (examination) record to measure pupils' cognitive performance is a valid one considering that each school moderated and standardized instruments.

A pilot study with five randomly selected teachers, five pupils, and five parents through their children from each of the three private primary schools in Ojo LGEA making a total of 45 participants, was conducted to check the instruments' reliability. Within two weeks, the VAQP<sub>x</sub>, VAQP<sub>y</sub>, and VAQT were administered to pupils, parents through their children, and teachers respectively from the pilot study schools. The final sampled schools for the study did not include the pilot research schools. The Pearson's product-moment coefficient of correlation was used to calculate the coefficients of reliability in order to evaluate the dependability of the instruments. The reliability coefficient for VAQT was 0.705, and the computed reliability indices for VAQP<sub>x</sub> and VAQP<sub>y</sub> were 0.782 and 0.834, respectively.

#### 2.5 Method of Data Analysis

The hypotheses 1, 2, and 3 were tested using Pearson's Product-Moment Correlation Coefficient Analysis at a 0.05 level of significance. This analysis was carried out using the Statistical Package for Social Sciences (SPSS) version 26.0, a computerized data analysis package.

### 3. Results

#### 3.1 First Hypothesis:

The volume of assignments given to pupils in private primary schools in Education District V of Lagos State, Nigeria does not significantly affect their academic performance.

**Table 1:** Correlation showing relationship between volume of assignments given to pupils in private primary schools in Education District V of Lagos State, Nigeria and their academic performance

		Volume of assignment	Pupils' academic performance
Volume of assignments	Pearson's Correlation	1	-0.095
	Probability level		0.212
	Number	173	173
Pupils' academic performance	Pearson's Correlation	-0.095	1
	Probability level	0.212	
	Number	173	306

The test's findings show that there is a modest, non-significant negative correlation between the volume of assignments given to pupils in private primary schools in Education District V of Lagos State, Nigeria, and their academic performance ( $r = -0.095, > 0.05$ ). This implies that the volume of assignments given to pupils in private primary schools has a negative impact on their academic performance. This suggests that increasing the number of assignments assigned to students causes a slight decline in their academic performance. As a result, the null hypothesis, which claims that the volume of assignments given to pupils in private primary schools in Education District V of Lagos State, Nigeria, does not significantly affect their academic performance, is not rejected.

#### 3.2 Second Hypothesis:

Frequency of homework has no significant influence on pupils' academic performance in private primary schools in Education District V of Lagos State, Nigeria.

**Table 2:** Correlation showing relationship between frequency of homework and pupils' academic performance in private primary schools in Education District V of Lagos State, Nigeria

		Frequency of homework	Pupils' academic performance
Frequency of homework	Pearson's Correlation	1	- 0.093
	Probability level		0.223
	Number	173	173
Pupils' academic performance	Pearson's Correlation	-0.093	1
	Probability level	0.223	
	Number	173	306

In private primary schools in Education District V of Lagos State, Nigeria, the test result shows that the frequency of homework has a weakly negative, non-significant influence on pupils' academic performance ( $r = -0.093, > 0.05$ ). It follows that frequent homework have a detrimental effect on private primary school pupils' academic performance. Accordingly, pupils' academic performance declines the more homework they receive. Therefore, the null hypothesis—according to which the frequency of homework has no significant influence on pupils' academic performance in private primary schools in Education District V in Lagos State, Nigeria—is not rejected.

### 3.3 Third Hypothesis:

Time dedicated to homework does not significantly affect pupils' academic performance in private primary schools in Education District V in Lagos State, Nigeria.

**Table 3:** Correlation showing relationship between time dedicated to homework and pupils' academic performance in private primary schools in Education District V in Lagos State, Nigeria

		Time dedicated to homework	Pupils' academic performance
Time dedicated to homework	Pearson's Correlation	1	-0.114
	Probability level		0.138
	Number	172	172
Pupils' academic performance	Pearson's Correlation	-0.114	1
	Probability level	0.138	
	Number	172	306

The correlation between time dedicated to homework and pupils' academic performance in private primary schools is shown in Table 3, and the findings indicate that there is a negative, negligible, and insignificant influence of time dedicated to homework on pupils' academic performance in private primary schools in Education District V of Lagos State, Nigeria ( $r = -0.114, > 0.05$ ). This suggests that time dedicated to homework in private primary schools in Education District V of Lagos State, Nigeria does not significantly affect pupils' academic performance. Therefore, the claim that there is no significant influence time dedicated to homework on students' pupils' performance in private primary schools in Education District V in Lagos State is not proven incorrect.

## 4. Discussion of Findings

The first hypothesis's finding demonstrates that pupils' academic performance in private primary schools in Education District V of Lagos State, Nigeria, is not significantly impacted by the volume of assignments given to them. The results of this study support Bennett and Kalish's (2006) criticism of the quantity and caliber of assignments. In spite of the fact that some private primary school teachers seem not properly taught in how to allocate homework, they produced proof showing too much homework is bad for students' health and family time. This validates the current study's claims that, regardless of the amount of homework, it has no beneficial impact on pupils' academic performance and, instead, is a source of stress for both the young pupils and their parents.

The result of the second hypothesis shows that frequency of homework in Lagos State's Education District V private primary schools does not significantly affect students' academic performance. This result is consistent with the arguments made by Kohn (2006), who claimed that studies conducted in the past to support homework have failed to show its value as a teaching tool. He also suggested changing the "default state" from one in which homework will be assigned to one in which it will not. He also claimed that teachers ought to only give homework when they can demonstrate its "benefit." Furthermore, kids should be engaged more in activities appropriate for the home, such as

experimental learning like cooking, praying, scrabble or crossword puzzles with their families, watching educative television shows or reading. Assigning homework frequently, according to the outcome of this study, would make little or no difference in their academic performance and, as such, should be discouraged, especially for kids still in elementary schools. Suffice it to say that frequent assignments leave less time for kids to be kids because it denies them physical activities, playing outdoors, participating in sports with friends, and most importantly, appropriate rest in preparation for the next school day, after all.

The result of the third hypothesis reveals that time dedicated to homework does not significantly affect pupils' academic performance in private primary schools in Education District V in Lagos State, Nigeria. This finding is in line with Cooper's (2007) research on the "10-minute rule," which argues that the total time for all daily assignments should be equal to 10 minutes' times the kids' grade level. In other words, pupils in primary or grade one should be given 10 minutes of daily homework; in primary two, 20 minutes of homework; and in primary three, 30 minutes of daily homework till they get to secondary or high school. To further buttress the result from this study that time dedicated to completing homework does not in any way positively affect a student's academic performance, a sizable chunk of the study on homework suggests that beneficial benefits of homework are related to how much a child completes, not necessarily how much is assigned or how much time is spent on it. As a result, giving assignments alone might not have the desired effect. In fact, badly organized homework may have the opposite effect on pupils' academic performance. To ensure that homework has the greatest possible impact on student achievement, teachers must carefully plan and carry it out. Homework wrecks primary school pupils while it has a significant benefit at secondary school, as demonstrated by Cooper (2006), and that homework can also have a negative impact on children's attitudes towards school. Children who are just starting school have many years ahead of them and should thus enjoy themselves. Being anti-school is the absolute last thing a teacher should do. It is premature to assign homework in primary school and doing so could harm long-term connections. Although it is generally believed that homework strengthens the bond between children and their parents and encourages parental involvement in their education, for primary school students it can have the exact opposite impact. Reminding children to complete their homework after a long day at school should be the last thing on parents' minds. That also includes "work," which isn't exactly what youngsters want to do before bed. Even if homework has advantages, it frequently results in a painful struggle that lasts into later years.

## 5. Conclusion and Recommendations

From this study, it can be concluded that the volume of assignments given, the frequency and time dedicated to doing them do not affect the academic performance of the pupils positively. Another conclusion that has been drawn from this study was that the volume of assignments at the primary school level with regards to the quantity, time dedicated, and frequency is nothing but a waste of precious time that could be channeled to a more fun activity for the children.

The tested hypotheses have clearly shown that the that the frequency of assignments, time dedicated to doing and to what volume regardless do have a negative influence on pupils' academic performance. Children should be allowed to be children and not be added to the existing stress and workload they have encountered in school. When children are tired and exhausted after school, they should be allowed to rest so that they can be more productive the next day.

Following recommendations are given in light of the study's findings:

- a) Pupils in primary schools should not be given homework every day. It's important to note that the frequency of the assignments given does not positively affect their academic performance and, as such, should only be given sparingly, especially when the teachers want to reinforce that which has been taught in class for better understanding.
- b) Teachers should reduce to the barest minimum the workload quantity of assignments given to pupils in primary school. It has been proven from this research that too much homework does not affect their academic performance positively; rather it's a source of stress for both learners and their parents, who are at the receiving end of ensuring that the homework gets done.
- c) Teachers should ensure that the time the pupils would dedicate to doing a particular assignment is reduced minimally. It does more harm than good when pupils spend several hours doing homework after school hours, which sometimes runs through the later part of the evening, thereby depriving them of much desired rest and sleep.
- d) In a situation where assignments would be given, it's necessary to make it an activity-based exercise using what they can see, feel, or touch rather than reading, writing, or copying. In that way, it would be more fun for them, at least at their own level. Learning can be made fun through assignments by giving them an activity-based or practical aspect. This would encourage retention of learning and thereby translate to better academic performance.
- e) Homework policies should be formulated by the appropriate authority that would guide the teachers on the appropriate amount of homework to be given and at what level. The policy would also include the roles that parents, or guardians would play in enabling a non-confrontational relationship between parents

and teachers, who are sometimes at odds over who should bear the brunt of the frequency or lack of homework at all, particularly at the primary level.

## 6. Limitations on the Study

One of the limitations encountered in the study was lack of cooperation of the respondents. Some of the parents were skeptical about the items on the instruments in disclosing some critical information concerning them. The un-cooperative attitude of the school proprietors, relevant authorities and record officers in releasing necessary data and pupils' academic performance as well as poor record keeping were some of the challenges faced by the researchers. The reluctance of some pupils to fill and return the questionnaires on time served as a limitation on this study, too.

As such, on these limitations encountered, the researchers explained to the pupils and parents that the research is mainly for academic purpose and that their names and those of their parents would remain anonymous. Similarly, the Headteachers and other school officers were persuaded to make records available on the academic performance of the pupils.

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